



Overview of Student Supports in Tennessee

Tennessee Department of Education | April 2017



Table of Contents

Letter from Dr. McQueen.....	3
Acknowledgements.....	Error! Bookmark not defined.
Overview and Intent of the Framework	4
The Multi-Tiered System of Supports Framework.....	4
Guiding Principles	7
Positive Outcomes	8
College- and Career-Ready Students.....	8
Increased Opportunities for All Students	8
The Role of District and School Leadership Teams	9
Overview of District Coordination Teams.....	9
Overview of School Coordination Teams	9
Tier I Instruction	10
Tier II Strategic Supports	12
Overview of Tier II Intervention and Support Procedures	12
Identification of Student Need.....	13
Characteristics and Examples of Tier II Supports and Interventions.....	13
Data-Based Decision Making in Tier II	14
Tier III Intensive Interventions	14
Overview of Tier III Intervention and Support Procedures	15
Identification of Student Need.....	15
Characteristics and Examples of Tier III Interventions	16
Data-Based Decision Making in Tier III	17
Special Education	17
Overview of Special Education Procedures.....	17
Identification of Student Need.....	17
School-wide Crisis Management.....	17
Overview of Crisis Management Procedures.....	18
Identification of Student Need.....	18
Appendices.....	19
Appendix A: Suggested Roles on District Coordination Teams	19
Appendix B: Suggested Roles on School Coordination Teams.....	20

Letter from Dr. McQueen

Dear Educators,

We are pleased to share a comprehensive view of student supports through the framework called multi-tiered systems of supports (MTSS). This guidance aims to bring coherence to both the work schools already do to provide high-quality instruction and supports and the many available options as well. Much of this work is optional, but it is critical for schools to engage in this work and districts to support them so that students are prepared for college and career success with regards to academic, behavior, social, and personal skills.

In this guidance, we frame Tier I as everything schools do for all their students and that all students benefit from: engaging academics, school-wide expectations for behavior, positive attendance norms, and much more.

As we know from our state implementation of Response to Instruction and Intervention (RTI²), some students will need more tailored, intensive supports. While RTI² addresses students' academic challenges, we know that students can have a complex set of needs: academic deficits can lead to disengagement and behavior disruptions, while personal needs may distract students from academic instruction leading to skills deficits. This framework identifies characteristics of effective Tier II and Tier III practices for non-academic student needs; it also links to more detailed implementation materials in our online resources repository.

A multi-tiered system of supports is particularly critical for our state at this juncture because it is a way to meet the needs of students who are chronically out of school due to absences (excused or unexcused) and discipline. When students are out of school, they cannot benefit from even the best instruction and intervention. Chronic absenteeism is an indicator of a deeper issue, whether it is a student's physical health need like untreated asthma or lack of strong relationships with peers and adults at school.

Thank you for your continued hard work on behalf of our students.

A handwritten signature in cursive script that reads "Candice McQueen".

Candice McQueen
Commissioner of Education

Overview and Intent of the Framework

This guidance document will provide a framework for schools to make critical decisions about adding to, revising, or removing current practices within the MTSS framework to come to a coherent vision and strategy for supporting all students on their path to postsecondary success. There is a

Tennessee's multi-tiered systems of supports (MTSS) is a framework for seeing how all the practices, programs, and interventions fit together in order to meet students' needs both within an individual classroom and across the school building.

broad array of options to support students, and the intent of this framework is to provide options and guidance for making decisions based on the academic, social, and behavioral needs of individual students and a school community. This framework connects to a suite of online resources, available [here](#), that the department will update regularly.

Each student brings a unique mix of strengths and challenges to school, both academic and non-academic. While there is a great deal of importance placed on academic outcomes, research shows that non-academic factors have a critical role in student success. Therefore, the state's MTSS incorporates strategies to meet students' needs in multiple areas.

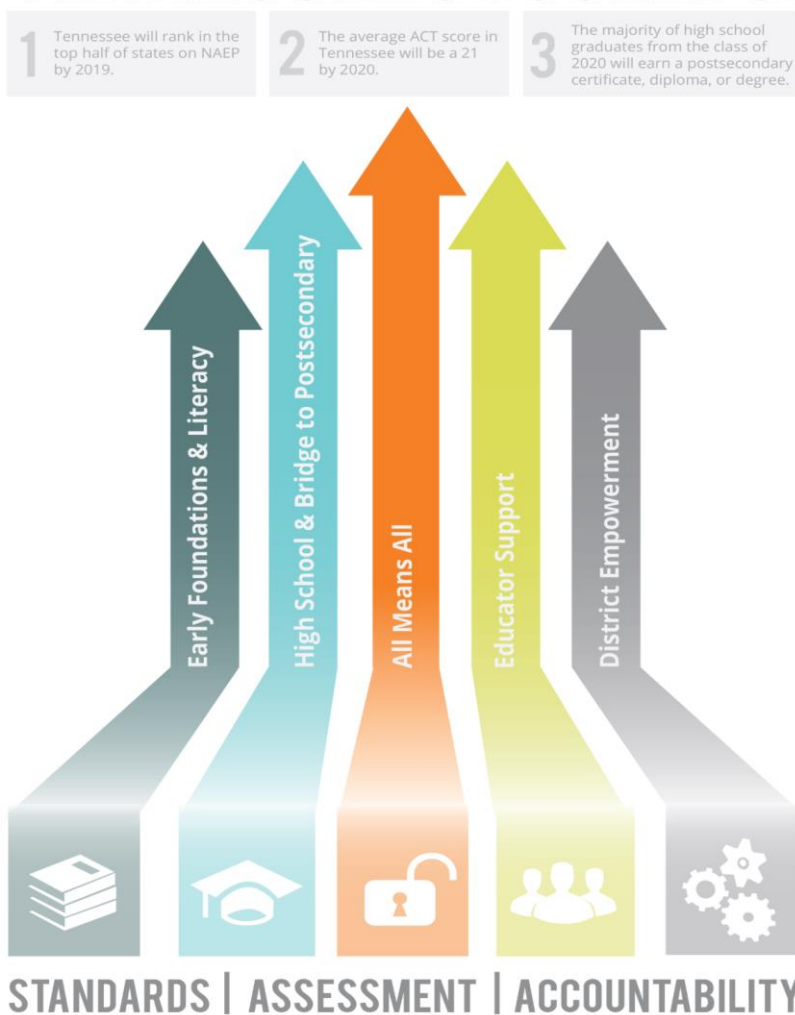
The Multi-Tiered System of Supports Framework

Schools and districts have experience implementing student-focused, multi-tiered systems of support for academic needs through RTI². While RTI² focuses on academic instruction and intervention, students also require explicit instruction and aligned supports in non-academic areas, including behavior, social, and personal skills, to achieve success in academics. The MTSS framework encompasses RTI² in addition to Response to Instruction and Intervention for Behavior (RTI²-B) and other models of support. Working in concert, these programs complement each other and can better address the needs of the whole student. Neither academic nor non-academic concerns should be considered in isolation as the two often interact to contribute to a student's strengths and needs. As a state, we are committed to developing well-rounded students who are prepared to successfully embark on their chosen path in life.¹

¹ Strategic Plan. Tennessee Department of Education. [Web](#).

Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark upon their chosen path in life.

TENNESSEE SUCCEEDS.



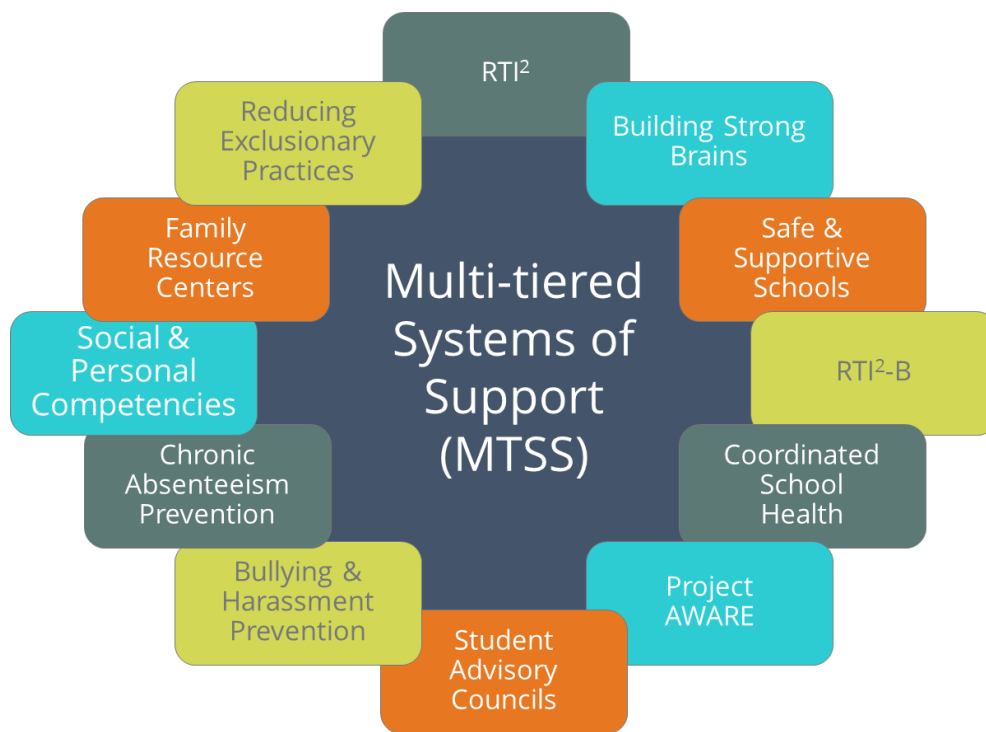
The MTSS framework offers the potential to create needed systematic change by districts and schools through the alignment of initiatives, supports, and resources to address the needs of *all* students. There are complex links between students' academic and behavioral, social, and personal needs. In an MTSS, the tiers are as described on the following page.

- All students receive instruction on appropriate grade-level expectations, for academic and social, personal, and behavior skills. For most students, this instruction is sufficient to meet grade-level expectations.
- At Tier II, some students receive strategic support in addition to Tier I. With that support, they are able to learn the needed skills and content for long-term success.
- At Tier III, a few students require intensive support in addition to Tier I in relation to academic, social, personal, and/or behavioral skills.
- A small number of students will need special education intervention, services, and support in academic, social, personal, and/or behavioral skills.

RTI² is a research-based multi-tiered system of supports for students' academic needs and falls within the MTSS framework. Tennessee schools have been implementing RTI² for several years, and detailed implementation guidance on RTI² is available in the RTI² manual. RTI²-B is also research-based and addresses students' behavior needs and is within the MTSS framework. Districts and schools may choose to address their students' behavior needs by implementing RTI²-B through the Tennessee Behavior Supports Project (TBSP). Support in implementing TBSP is available at no cost to districts through three universities:

- University of Tennessee-Knoxville (East Tennessee),
- Vanderbilt University (Middle Tennessee), and
- University of Memphis-Lambuth (West Tennessee).

In addition to RTI² and RTI²-B, districts and schools may choose to align current initiatives, supports, and resources utilizing the MTSS framework, creating a tailored blend of instructional practices and supplemental supports that meet the needs of their students.



Guiding Principles

In designing the framework, the department identified and followed three guiding principles.

1. **Coherence is key.** Given the number and variety of options for academic and additional supports, attempting to implement too many can confuse both educators and students, spread resources too thin, and ultimately have less impact on student outcomes. As noted above, this guidance document will provide a framework for schools to organize and refine their existing practices and determine future work within the MTSS framework to come to a coherent vision and strategy for supporting all students on their path to postsecondary success.
2. **Effective, engaging instruction is *the* most important factor in supporting student success.** Strong Tier I practices are the backbone of an effective system of supports. Tier I encompasses all the work schools do with all students: standards-aligned academic instruction, school culture, attendance norms, behavior expectations, and more.
3. **Implementation that is student-focused can and should vary intentionally in design between schools and be regularly refined.** Schools serve student populations with very different needs. School teams must review their data to determine focus areas each year to ensure that they continue to meet students' needs, and district teams must ensure adequate time and resources for school teams to reflect and flexibly adjust their programming. This planning should be strategic and intentional.

Positive Outcomes

College- and Career-Ready Students

Districts and schools work diligently to prepare students for college and career. Success in postsecondary education and the workforce require strong interpersonal and intrapersonal skills as well as academic achievement, as noted in the *Career Forward Task Force Report*.² The MTSS framework includes Tier I practices that prepare all students with the knowledge and skills to be successful in postsecondary education and the workforce as well as tiered supports and interventions as needed. Students who learn how to collaboratively work together, problem-solve, and encourage one another are able to learn at a deeper level through constructive conversations, group work, and consideration of multiple viewpoints. These skills are also highly desired by Tennessee employers and ensure that students are able to succeed in their chosen fields.

Through implementing multi-tiered supports through this framework, schools and districts can expect outcomes such as:

- Increased student development of employability skills
- The development of a strong, postsecondary-going school culture
- An increase in social and personal competency development.

Increased Opportunities for All Students

This framework links to the All Means All strategic priority of our state's strategic plan, *Tennessee Succeeds*, and is a way to ensure that **all students, regardless of their individual needs**, can access comprehensive supports within their schools that meet them at their current level and move them forward on the path to success. Implementing the MTSS framework will increase access to high-quality core instruction for all students by ensuring high-quality Tier I instruction and effective supports.

² Career Forward Task Force Report. Tennessee Department of Education. [Web](#).

The Role of District and School Leadership Teams

Leadership is critical to the success of any initiative, and the state, districts, and schools all have a role to play in ensuring that students' needs are met through the MTSS framework. The state's role includes providing the overall vision through this framework, ensuring that relevant resources are available through the [online toolkit](#), and providing a tool for schools and districts to use to assess their needs and root causes of their challenges. Districts and schools have the most knowledge of the needs of their students, and their roles in identifying priority areas for support and implementing programs are critically important.

Please note that it is not always necessary to create new teams to coordinate multi-tiered systems of supports; existing district and/or school teams may add that responsibility instead. For example, a school building leadership team might dedicate one meeting per month to the topic, or an existing RTI² team may take students' non-academic needs into account as well. Schools and districts have flexibility to develop the structures that work best for their needs and minimize additional meetings.

Overview of District Coordination Teams

District-level backing of MTSS is critical to developing a common vision, language, and experience across the district. The role of this team is to organize implementation efforts in order to support school-level teams and to ensure that effective practices remain a priority at the district level. The primary goal of the district's coordination team is to provide schools with the support, training, and resources necessary to ensure that the schools can support the success of all students. The team also guides the district's action planning in this area; coordinates training and evaluation activities as needed; streamlines initiatives by discontinuing duplicative ones; and creates changes in district procedures that will support long-term use of the MTSS framework.

The district-wide coordination team should hold meetings at least quarterly to continue collaboration and ensure integration of MTSS within the broader district plan. The coordination team also manages and evaluates resources to support school teams.

Overview of School Coordination Teams

The role of the school-based team is to organize and analyze implementation efforts for the MTSS to ensure that all students master the skills and knowledge necessary for postsecondary success.

School teams should be aware that they may need to revise their plans and selected interventions over time based on the changing needs of their student population and the strength of their Tier I programming.

Tier I Instruction

One of the guiding principles of the MTSS framework is that **effective, engaging instruction is the most important factor in supporting student success**. All students benefit from engaging instruction with appropriate challenges and scaffolds and well-developed school-wide expectations.

Within the MTSS framework, Tier I instruction plays a key role and includes teaching expectations and providing students with authentic, engaging tasks. Research on clear expectations within Tier I finds:

- Increased structure and clarity of expectations provides greater opportunities for student success.³
- All students benefit from the sense of safety and inclusion that comes from established school-wide expectations in both academic and non-academic domains.⁴
- Schools that include students in establishing these expectations and in leading the charge for a positive climate see fewer discipline problems, increased student achievement, and higher graduation rates than schools that focus on compliance with rules alone.⁵

In addition, engaging Tier I instruction provides students with authentic tasks at an appropriate level of challenge in both academic and non-academic areas. Authentic tasks are activities that mirror real-world scenarios, contextualize students' learning, promote motivation, and encourage focused learning behavior.

Schools that focus on building a strong foundation at Tier I are more likely to have successful interventions and improved student outcomes. Core instruction that supports behavioral, social, and personal needs as well as academic growth does not need to require an extra class period or separate lessons. Rather, practices like teaching clear classroom routines and behavioral expectations and using engaging instructional strategies that include problem-solving, critical thinking, and time for students to work collaboratively in small groups directly align with and support the revised Tier I guidance for RTI².⁶

³ L.S. Fuchs and D. Fuchs, 2009, On the importance of a unified model of responsiveness to intervention, *Child Development Perspectives*, 3(1), 41-43.

⁴ What is RTI2-B? Tennessee Behavior Supports Project at Vanderbilt University. [Web](#).

⁵ Student Team. Tennessee Behavior Supports Project at University of Memphis-Lambuth. [Web](#).

⁶ Response to Instruction and Intervention Framework. Tennessee Department of Education. [Web](#).

In the table below, several key Tier I strategies are listed along with accompanying resources.

Strategy	Rationale	Resources
Tier I instructional guidance from revised RTI ² manual	<p>Feedback from educators, along with a review of current research and best practices, led to the following refinements of the manual:</p> <ul style="list-style-type: none"> • use of multiple sources of data for the universal screening process • a more detailed description of Tier I instructional practices • an expanded definition of ongoing assessment and data-based decision making • stronger explanation of professional development, and • more closely connecting fidelity monitoring in Tier I to the educator evaluation model. 	<ul style="list-style-type: none"> • Revised RTI² Manual
Engaging and Authentic Instruction	Students who are engaged in meaningful lessons and authentic tasks are less likely to pose behavior challenges and more likely to gain soft skills critical to future employability.	<ul style="list-style-type: none"> • Differentiation Handbook <i>(forthcoming)</i>
Building Positive Relationships within the Building	Integrating social and personal competencies in Tier I instruction develops healthy relationships between students and caring adults in their buildings. School climate and direct instruction in social skills, particularly early grades, fall within this strategy.	<ul style="list-style-type: none"> • Social and Personal Competencies <i>(forthcoming)</i> • Class Meetings • Advisory Time • Teacher to Student Mentors • Restorative Circles • School Climate Surveys
Setting and Teaching School-Wide Expectations	Any behavior we expect from students must be explicitly taught. Tier I incorporates both school-wide and class-wide strategies that are applied to address the needs of all students. Instructional practices within Tier I have a focus on defining, teaching, and encouraging expectations in all settings and with all students and staff.	<ul style="list-style-type: none"> • RTI²-B • Positive Behavior Intervention Supports
Building Strong Brains: Strategies for Educators	Address chronic childhood trauma, or ACES (adverse childhood experiences) in students. ACEs are toxic to brain development and—left unaddressed—make it more difficult for a child to succeed in school, live a healthy life, and contribute to the community.	<ul style="list-style-type: none"> • ACES
Youth Mental Health First Aid	To advance the knowledge of teacher and staff to recognize the factors and warning signs of mental health problems in youth, to build the understanding of the importance of early intervention, and teach individuals how to respond to a youth experiencing a mental health crisis or challenge.	<ul style="list-style-type: none"> • Youth Mental Health First Aid

School Counseling Curriculum	School counseling programs in Tennessee have always played an important role in the educational process for students. School counselors work with students, families, communities, faculties and staff to address issues that have a substantial impact on student academic, personal/social and career development. A revised school counselor model and policy will go into effect with the 2017-18 school year.	<ul style="list-style-type: none"> • School Counseling Model and Standards Policy • TDOE School Counseling website
Positive Attendance Norms	Creating a culture that values and promotes the awareness of attendance is a critical piece of reducing the number of students who are chronically out-of-school.	<ul style="list-style-type: none"> • Attendance Works

Tier II Strategic Supports

Some students will require supplemental services beyond Tier I instruction. Tier II is part of the continuum of supports in schools and includes interventions that are systematic and evidence-based for students who are at risk academically, behaviorally, or due to other concerns. Intervention is provided in addition to Tier I. Students with non-academic challenges who also struggle academically should receive interventions to support both areas of need.

In looking at supports and interventions for non-academic needs, the research is clear that these risk factors can negatively affect academic achievement. Academic, behavior, social, and personal challenges are intertwined and have been proven statistically significant in predicting students' outcomes after high school.⁷ For example, poor academic performance may lead to students engaging in problematic behavior to avoid academic tasks. Increasing instructional time by minimizing interruptions increases learning opportunities for all students.⁸

Overview of Tier II Intervention and Support Procedures

Tier II supports should be available quickly and efficiently with students accessing supports as soon as needs are identified. While some students' needs require that interventions continue indefinitely in order to maintain their access to high-quality core instruction the school team may decide to lessen the intensity of the intervention (for example, have it occur less often), or discontinue the intervention as determined by the student's data.

⁷ Integrating Academic and Behavior Supports Within an RTI Framework. RTI Action Network. [Web](#).

⁸ T.M. Scott & S.B. Barrett, 2004, Using staff and student time engaged in disciplinary procedures to evaluate the impact of school-wide PBS, Journal of Positive Behavior Interventions, 6(1), 21-27.

Identification of Student Need

Identification of students in need of Tier II academic supports are available through a universal screening process.

Similarly, to identify students in need of non-academic Tier II supports, a school team may review Tier I data including teacher observations, disciplinary incidents, absences, academic or other screening data, and parent concerns. Based on that data review, students may need support in areas including, but not limited to:

- Social skills
- Attendance
- Conflict resolution or anger management
- School refusal
- Off-task behaviors
- Anxiety
- Organizational skills
- Motivation
- Family engagement

When a student is identified as in need of Tier II intervention for academic or non-academic needs, parents must be informed about the need and the planned supports.

Characteristics and Examples of Tier II Supports and Interventions

Strategies or practices used in Tier II include a focus on targeted interventions that address students' needs. Characteristics of effective Tier II interventions for any area of need include supports that are:⁹

- Consistent with school-wide expectations
- Implemented and/or reinforced by all staff and faculty in a school
- Flexible and modified based on ongoing evaluations of student need
- Effectively matching the area of need and the intervention
- Adequately resourced for effective implementation

⁹ Adapted from Response to Intervention for Behavior. University of South Florida. [Web](#).

Tier II supports may occur in small groups or be tailored for individual students. For examples of academic interventions, see the RTI² manual. Example programs and strategies for interventions in non-academic areas of need are provided below.¹⁰

Small Group	Student-Specific
<ul style="list-style-type: none"> School counselor, school social worker, or psychologist-facilitated small groups focused on specific needs or skills Social skills instruction Student assistance programs Attendance buddies Parent training and engagement 	<ul style="list-style-type: none"> Behavior contracts Check-in/check-out Token economy Self-monitoring strategies Mentoring Individual visual schedules and visual routine cards School-based mental health services

Data-Based Decision Making in Tier II

The school team may make decisions on students’ continued need for Tier II supports based on their responses to the interventions and data from the screening process. Using data appropriate for the area of need (for example, attendance data if chronic absenteeism is the challenge), the school team can decide to increase, maintain, or decrease the intensity, frequency, or duration of the intervention, or alter the type of intervention. The team should consider whether the intervention was being implemented with fidelity, or as intended (for example, whether a student was actually present for small-group counseling as planned).

Tier III Intensive Interventions

Tier III interventions address the needs of a small percentage of students who either have significant needs as identified through data, possibly from a screener, or who have received Tier II interventions as intended, but continue to experience challenges that interfere with their academic and/or social progress in school. These students’ challenges are at a level of intensity greater than those in Tier II and leave the students at risk of academic failure and/or significant social consequences.

The defining features of Tier III interventions include a **greater level of intensity** relative to Tiers I and II and **a design that meets individual students’ needs** and addresses the skill deficit or behavioral or social challenge.

¹⁰ Adapted from D. Crone, R.H. Horner, & L. Hawken, 2004, Responding to problem behavior in schools: The behavior education plan, New York: Guilford.

14

A student's academic deficits may contribute to behavioral issues such as disengagement and behavior is likely to adversely impact his or her educational performance; therefore, interventions at this level may address multiple issues that have an impact on student success.

Overview of Tier III Intervention and Support Procedures

Tier III Interventions are more customized to specifically address the needs of each student. The RTI² manual contains specific procedures and examples of intervention practices for academic deficits. For non-academic needs, interventions are customized to address significant skill deficits or the externalized and/or internalized behaviors identified by the team. In some cases, a wrap-around model of services, both internal and external to the schools may be the best approach.

Identification of Student Need

For academic skill deficits, schools should follow the procedures in the RTI² manual for identifying students in need of Tier III interventions. If a school implements RTI²-B with the support of a TBSP project, they will design procedures collaboratively with the TBSP. For other schools, the school coordination team may establish entry criteria or decision rules, or use criteria from programs like TBSP, for identifying students who need customized and intensive non-academic interventions in Tier III.

To be effective, strategies must be based on the function of the students' challenges and associated root causes. The school team should review all available data from Tiers I and II (if applicable), including but not limited to:

- Previous grade retention,
- Attendance,
- Academic performance and progress,
- Discipline and behavioral data, including screeners as needed,
- Teacher, family, and student input and goals,
- Health information as appropriate, and
- Currently existing instructional and behavior management practices.

Students may have externalizing or internalizing behaviors that hinder their access to core instruction. They may also have similar areas of need as those identified in Tier II, but with more significant deficits that are affecting their ability to succeed in the general education setting. When a student is identified as in need of Tier III intervention for academic or non-academic needs, parents must be informed about the need and the planned supports.

Examples of Externalizing Behaviors	Examples of Internalizing Behaviors
<ul style="list-style-type: none"> • Physical Aggression • Verbal Aggression • Self-Injury • Disruption • Poor Social Skills • Poor Attendance • Limited Conflict Resolution Skills • School Refusal • Off-Task Behaviors • Poor Organizational Skills 	<ul style="list-style-type: none"> • Anxiety • Depression • Withdrawal • Isolation • Lack of Motivation

Characteristics and Examples of Tier III Interventions

The interventions and supports must align to the student's needs, whether academic or behavior, social, or personal. For non-academic needs at the Tier III level, school staff may need to scaffold the intervention plan to gradually bring the student to the desired outcome.

Schools have already incorporated many different initiatives, systems, and programs. Below are a few that are within some Tennessee schools currently:

Tier III Non-Academic Intervention Strategies
<ul style="list-style-type: none"> • Check-in/check-out with more individualized goals and/or more frequent check-ins and reinforcements • Modified day or schedule • Discipline contracts • Individual counseling with school-based therapists or psychologists • Functional communication training • Environmental changes (for example, the option to work within a separate setting) • Assigned adult support • Visual schedules • Contracted supports such as TN AWARE grant or outside agencies • Referrals to community agencies • Functional behavior assessments (FBAs) and behavior intervention plans (BIPs) <ul style="list-style-type: none"> ○ <i>Notes: A FBA is <u>not</u> a part of the special education identification process, though it is a process most often followed for students in special education with significant behavior. It is required: prior to the 10th day of removal for disciplinary reasons; if a long-term removal or change of placement will occur for disciplinary reasons; or if there is a manifestation determination. However, <u>even if the situation does not mandate an FBA, the team may choose to complete one</u>. A FBA is a powerful way to collect and analyze data in the development and selection of interventions and/or a BIP.</i>

The use of evidence-based practices to support students in reducing challenging behaviors and improving their engagement in academic and social life can ultimately remove the barriers to academic success.

Data-Based Decision Making in Tier III

The school team may make decisions on students' continued need for Tier III supports based on their responses to the interventions. Using data appropriate for the area of need (for example, attendance data if chronic absenteeism is the challenge), the school team can decide to increase, maintain, or decrease the intensity, frequency, or duration of the intervention, or alter the type of intervention. The team should also consider whether the intervention was being implemented with fidelity.

Special Education

Overview of Special Education Procedures

Special education is considered the most intensive intervention designed for students with a variety of disabilities. Students with disabilities are likely to benefit from specialized instruction which may include different approaches to teaching, the use of technology, a specifically adapted teaching area, or deficit-based intervention.

The MTSS framework is a problem-solving system for providing students with the instruction, intervention, and supports they need. **Students receiving special education services for an academic need may also receive Tier II or Tier III intervention for non-academic concerns, or vice versa.** If a specific learning disability (SLD) is suspected, districts and schools should be sure to follow the evaluation procedures outlined in the RTI² manual when identifying students for special education services

Identification of Student Need

The referral process as well as all subsequent processes and procedures for special education are outlined within the Individuals with Disabilities Education Act (IDEA)¹¹ and Tennessee's rules and regulations.¹²

School-wide Crisis Management

Incidents at the crisis level are traumatic for all involved, including staff members and students. Crisis management is not a part of tiered intervention, but a preventative plan for supporting crisis should it arise that is available to all when needed. Schools should develop a crisis management plan as part of a comprehensive school safety plan and as a critical backstop to the MTSS. A crisis management plan may be necessary to deal with the onset of extreme

¹¹ Building the Legacy: IDEA 2004. United States Department of Education. [Web](#).

¹² Special Education Evaluation and Eligibility. Tennessee Department of Education. [Web](#).

circumstances for students and staff to provide a step-by-step, problem-solving approach for managing unique situations that pose dangers to students, staff, and/or the school community. Strategies should prevent, de-escalate, and help manage these incidents and foster the emotional recovery so that learning can continue and follow the rules outlined in the Tennessee Special Education Behavioral Supports Act.¹³

The most important considerations are student and staff health, safety, and welfare. School teams should emphasize prevention and consider such factors as scheduling, programming, school culture, and discipline policies.

Overview of Crisis Management Procedures

A school-wide crisis management team should develop a plan outlining procedures related to:

- Communication with parents and families,
- Communication with the community/stakeholders,
- Support of school personnel,
- Support of students,
- Referral procedures to outside agencies of support and expertise, and
- Follow-up with individuals.

Identification of Student Need

A crisis management system should be clearly outlined including the roles and responsibilities of all members of the school leadership team. Schools should have staff members who are trained in de-escalation procedures and crisis prevention for students who become unsafe to themselves or others. Situations that may require crisis management include times when:

- A student is seriously ill (i.e., cancer, cystic fibrosis),
- A student or staff member dies,
- A student is suicidal or engages in non-suicidal self-injury,
- A student has an intent to harm self and/or others,
- The loss of home due to fire or tornado,
- There is an external school threat or traumatic event (i.e., shooting at neighborhood business, kidnapping), or
- Parents within the school community experience military deployment or incarceration.

¹³ Special Education Behavioral Supports Act. Tennessee Code Annotated. [Web](#).

Appendices

Appendix A: Suggested Roles on District Coordination Teams

Team Member	Responsibilities	Example Staff Members
District leader	Chairperson of the coordination team. This individual should have some flexibility in order to oversee the day-to-day MTSS activities across the district. In addition, this person can provide support and guidance to school coordination team discussions.	Designated central office personnel
Administrators/ supervisors	Represent specific department(s) in action planning and implementation.	Curriculum and Instruction supervisor Special Education supervisor Federal Programs supervisor Transportation supervisor Attendance supervisor Safe and Supportive Schools supervisor Coordinate School Health coordinator Health Services supervisor
Educators	Ensure that the district plan can be implemented throughout the entire district in a manner that enhances instruction for all. Teachers should represent the different grade bands a district serves (i.e., elementary, middle, and high schools).	General education teacher Special education teacher ESL teacher Gifted teacher
Specialists	Assist in the recommendation of research-based supports and interventions.	School counselor School psychologist School social worker Data specialist/coordinator Behavior specialist Mental health professional
Parent representative	Elevate parental concerns and provide informative feedback to the district team. An additional purpose of this leadership role is to strengthen district communication about the MTSS to parents and to community stakeholders.	

Appendix B: Suggested Roles on School Coordination Teams

Team Member	Responsibilities	Example Staff Members
Chair/internal coordinator	Chairperson of the school coordination team. This individual should have some flexibility in order to oversee the day-to-day MTSS activities.	Designated school personnel
School administrator	Provides primary administrative support and sets the expectations for successful implementation within the school.	Principal Assistant Principal
Educators	Ensure that the school plan can be implemented throughout the entire school in a manner that enhances instruction for all. Teachers are critical members of the school leadership team; they are the individuals who spend the most time with students and their families. Each teacher's classroom is in effect a microcosm of school-wide implementation. Teachers should represent the different grades a school serves.	General education teacher Special education teacher ESL teacher Gifted teacher School nurse Family Resource Center director Coordinated School Health coordinator School Resource Officer
Specialists	Guide the successful implementation of protocols and procedures. Assure team recognition of the importance of understanding and following protocols and procedures for maintaining the fidelity for all three tiers of intervention.	School counselor School psychologist School social worker Data specialist/coordinator Behavior specialist Mental health professional
Support staff	Active members of the team who share concerns from their unique perspective.	Cafeteria, office, transportation staff Paraprofessionals
Parent representative	Share parental perspectives and concerns, thus providing informative feedback to team.	Note: any time individual student data is being discussed, parents should not be present to protect the confidentiality of the students.
Student representative	Share student perspectives and concerns, thus providing informative feedback to team. <i>Some schools may choose to have a student leadership team comprised of a diverse and representative group of students.</i>	Note: any time individual student data is being discussed, students should not be present to protect the confidentiality of their peers.